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## **COMMUNICATIVE GAMES IN LEARNING STUDENTS IN THE CLASSES OF THE KYRGYZ LANGUAGE**

### **КОММУНИКАТИВНЫЕ ИГРЫ В ОБУЧЕНИИ СТУДЕНТОВ НА ЗАНЯТИЯХ КЫРГЫЗСКОГО ЯЗЫКА**

*Макалада жаңы муундагы адистерди даярдоо, алардын жалпы компетенттүүлүгүн калыптандыруу жөнүндө сөз болот. Кыргыз тилин окутуунун методикасын аныктоодо баарлашуу оюндарын колдонуу сунушталат.*

**Өзөк сөздөр:** кыргыз тили, компетенттүүлүк, универсалдуу компетенттүүлүк, коммуникативдик оюндар, лингвистикалык оюндар, кесиптик чеберчилик.

*В статье рассматривается о подготовке специалистов нового поколения, формирование у них универсальной компетентности. При определении методики обучения кыргызскому языку, предлагается использовать коммуникативные игры.*

**Ключевые слова:** кыргызский язык, компетенции, универсальные компетентности, коммуникативные игры, лингвистическая игра, профессиональные навыки.

*The article discusses the training of new generation specialists, the formation of their universal competence. When determining the methodology of teaching the Kyrgyz language, it is proposed to use communicative games.*

**Key words:** Kyrgyz language, competencies, universal competences, communicative games, linguistic games, professional skills.

The main goal of using communication games in teaching students are the development of speech skills, teaching the ability to communicate, correctly formulate questions, and accept criticism.

During the game, the mental, cognitive and volitional activity of students develops.

Communicative tasks can be aimed at improving certain skills or at obtaining new knowledge for students.

To activate speech activity, the student's play motive should be initiated so that he connects personal experience and activates emotional memory. In addition, the game becomes more interesting if the teacher uses material outside the scope of the textbook, attracts interdisciplinary connections. [1]



Many Russian and foreign scientists have classified games according to various criteria, but none of the classifications has become generally accepted. According to Jill Hadfield, games are divided into competitive and cooperative (non-competitive), linguistic and communicative (non-linguistic).

Linguistic games are aimed at practicing grammatical structures, correct spelling and pronunciation of words. Communication games involve the successful exchange of information and ideas. [2]

Thanks to communicative games in the course of practical exercises:

- 1) the interest of students in the educational process increases;
- 2) the relationship between the student and the teacher improves, since the teacher acts as a communication partner in the game;
- 3) a culture of communication is brought up and the ability to work in a team is formed; makes him sociable, responsive and communicative person;
- 4) each participant in the game has the opportunity to show individual qualities; learn to conduct a discussion, an argument, accept criticism and, if necessary, be able to get out of a certain situation with dignity.
- 5) motivation develops, interest in the subject increases

In this article, we would like to share the experience of including communicative games in the process of teaching first-year students of technical universities in the Kyrgyz language.

The inclusion of games in the educational process in the Kyrgyz language makes it possible to work out vocabulary, and games also allow both the teacher and the students to get distracted from the textbook, tune in to work if you play the game at the beginning of the lesson, or relax a little if you use the game element at the end of the lesson.

Several sets of communication tasks can be cited as an example:

**1. Communicative task "Bark"** - teaches communication skills, develops the ability to work in pairs, develops creative thinking and skills in analyzing a conversational situation. For example:

The first task is to continue the reasoning of the sage. Wise Baizak said: - We do not know the value of the sun, how it warms. "When we lived, we did not know the value of the land. We said: "Mountains are rocks, earth is dust." "We do not know the value of water, when we drink it, we say that it is cold when we drink it, and hot when it is boiled."

**Assignment:** Whom or what else do we not value in this life? The teacher offers to continue the reasoning of the sage.

**Second task.** The land of the Motherland is gold, and water is life-giving. Wherever you go, he will call you to him. (From K. Osmonaliev's novel "The Battle of the Nomads"). [3]

**Assignment:** write poems of 4 lines, come up with a new catch phrase about the Motherland.

**2. Communicative task "Op, maida"** - the task will help to emphasize the importance of intonation in the process of communication. The game "Op, maida" "can be used at the beginning of the lesson.

**First task:** A student comes up to the blackboard and, with the help of intonation, expresses a certain emotion (joy, fear, sadness, excitement, joy, regret) and pronounces only one word, for example: "Op, maida", "Bekbekey", "Sharp shurp" and etc. The student can choose any word. The rest of the students need to define emotion.

The second task is to strengthen memory. Speech becomes correct, expressive, clear and understandable.

Students are divided into two groups. The cards will be distributed to the first group students. The card contains a tongue twister (proverbs, sayings) and an emotion, for example:

Бир ак кычкач, эки ак кычкач, үч ак кычкач, төрт ак кычкач.



(\_read with surprise)

The student of the first group reads a tongue twister with this emotion. Students of the second group define the emotion and must remember and repeat the tongue twister.

**3. Linguistic game "Zharysh".** It is necessary to divide the students into two teams and give each team the cards prepared in advance. In the cards of the first team there are complex sentences with errors, in the cards of the second team there are complex sentences with errors. The winner is the team that will fix all the mistakes faster.

**4. Communicative task "Self-presentation"** - the ability to present yourself, the ability to show creativity, show your skills, advertise any of your activities.

In today's business environment, professional skills alone are not enough to be successful in a career. The one who values himself and knows his strengths reaches his goal. The presentation itself is a vivid example of such a "commercial proposal". It helps make an impression and sets it apart from other applicants. A competent presentation increases the chances of showing oneself at a business meeting, demonstrating initiative and leadership qualities. [4]

The presentation itself is a presentation of your own image in order to create a certain impression among others. The purpose of presenting yourself: to create an opinion among colleagues of you as a professional who knows his job; in the case of students, the presentation itself pursues tasks such as correctly presenting oneself, briefly talking about hobbies. Mark your useful personal qualities, point out your main advantages. Thus, students, being involved in this game, become more sociable and responsive.

The first task: the first task helps to correctly present, present oneself, speak in front of an audience, the student joins the team, opens up, etc.

An approximate algorithm for the presentation itself:

- Greet and introduce yourself to the audience;
- Tell us about yourself and your family; (positive and negative traits of your character);
- Why did you enter this particular university?
- Briefly describe your hobbies and interests. (hobbies, pets, etc.)
- What books do you prefer to read? What are your favorite genres?
- What are your main priorities?
- Thank the audience for their attention to the interview.

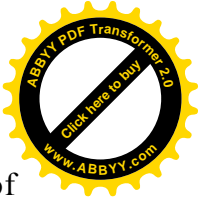
**Second assignment:** Write an essay on one of the following topics:

1. Who am I?
2. I am proud of what I do.
3. I know what is best to do.
4. My goal ...

**5. A communicative task** for repeating the topics covered, strengthening memory, forming a culture of independent reading, understanding and analysis of students in the field of literature. Students are divided into two groups. One student from each group fills out a table on the board about the life and work of Kyrgyz poets: group 1: about B. Alykulov and group 2: about akyna Zhekizhok (place of birth, poems, ideas and philosophical meanings of works).

Example table:

1 group	2 group
Barpy Alykulov	Zhekizhok



It should be noted that learning outcomes are improved because of a sense of equality, a passion for a task, and a sense of ability to complete it. These factors help students overcome shyness, stiffness, and uncertainty in their answers. The game gives students the opportunity to choose, self-expression, self-determination and self-development.

Thus, the use of communication games in the educational process in a technical university of teaching, form the basis for students for successful professional activity in any field. And not only in professional but also in everyday life.

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